

THE DEAF AMERICAN

Laurent Clerc Memorial Dedication



MEMORIAL TO LAURENT CLERC—Susan Galloway of Oklahoma City stands alongside the Gallaudet University memorial to Laurent Clerc, her great-great-great-grandfather. The bronze and granite memorial, presented through the Laurent Clerc Cultural Fund of the Gallaudet University Alumni, was unveiled October 31, 1987, during University Week. It is a replica of one erected in 1874 at the American School for the Deaf, West Hartford, Connecticut.



CHARLESTON

1988 National Association of the Deaf Convention
July 5-9, 1988

TENTATIVE SCHEDULE

Saturday, July 2, 1988

SIGN Evaluator Training-All Day

Sunday, July 3, 1988

SIGN Evaluator Training-All Day

Monday, July 4, 1988

NAD Executive Board Meeting-
All Day
Deaf Artists of America Board
Meeting 9am-5pm
MDAP Orientation Meeting
9-10:30am
MDAP Chaperones/SPD's Mtg
10:30am-12N
Lunch NAD Board/MDAP Contes-
tants 11:30am-1pm
Registration 12N-7pm

Tuesday, July 5, 1988

Exhibits Set-up 6am-12N
Registration 7:30am-7:30pm
Order of Geos Breakfast 7-8:30am
Opening Ceremonies 9am
MDAP Rehearsals 10am-6pm
Arts & Crafts Judging 12N
Exhibits Open 1 pm
Council of Representatives 1-3pm
Workshop Session I 1-4:30pm
Regional Caucuses 3-5pm
MDAP Private Interviews 4-6pm
Storytelling Contest 4-6pm
SIGN Board Meeting 6-9pm
President's Reception 8pm-12M

Wednesday, July 6, 1988

Senior Citizens Breakfast 7-8:30am
MDAP Rehearsals 8-11am
MDAP Interviews 8:30-10:30am

MDAP Parents Breakfast 8:30am
Deep Sea Fishing-All Day
Registration 8:30am-6:30pm
Workshop Session II 8:30am-12N
Exhibits 9am-5pm
Arts & Crafts Open 9am
Council of Representatives 9am-12N
SIGN Evaluations 9am
Entertainment Rehearsals 11am-2pm
Greeks Luncheon 11:30am-1pm
Council of Representatives 1-3pm
Workshop Session III 1-4:30pm
MDAP Preliminary I 3-5pm
Regional Caucuses 3-5pm
Storytelling Contest 4-6pm
"Night With Our Stars" 8pm-12M

Thursday, July 7, 1988

NAD Presidents Breakfast 7-8:30am
MDAP Rehearsals 8am-12N
MDAP Interviews 8-10am
Golf-All Day
Workshop Session IV 8:30am-12N
Registration 9am-5pm
Exhibits 9am-5pm
Arts & Crafts 9am-6pm
General Assembly 9am-12N
SIGN Evaluations 9am
Jr NAD Advisors Workshop
9am-12N
MDAP Preliminary II 10am-12N
LDP Grads Luncheon 11:30am-1pm
LDP Training 1-5pm
Workshop Session V 1-4:30pm
NAD Sections Meetings:
Deaf Women 1-5pm
SIGN 1-5pm
MDAP Preliminary III 3-5pm
Storytelling Contest 4-6pm

Deaf Artists of America Get-
Together (Members only) 9-11pm
ASL Show 11pm-2am

Friday, July 8, 1988

Gallaudet University Breakfast
7-8:30am
MDAP Rehearsals 8-11am
Council of Representatives
8:30-11:30am
Workshop Session VI 8:30-11:30am
SIGN Evaluations 9am
Exhibits 9am-3pm
Arts & Crafts 9am-6pm
Registration 10am-7pm
Awards Luncheon 11:30am-1:30pm
MDAP Rehearsals 1:30-4:30pm
Council of Representatives
1:30-3:30pm
Workshop Session VII 1:30-5pm
Regional Caucuses 3-5pm
Exhibits Tear-Down 3-7pm
Storytelling Contest 4-6pm
Miss Deaf America Pageant Finals
8pm-12M
MDAP Reception 12M-2am
(by invitation only)

Saturday, July 9, 1988

Council of Representatives 9am-12N
Election of Officers
Site Bids
MDAP Post Meeting 9am-12N
SIGN Board Meeting 9am-12N
MDA Luncheon 11:30am-1pm
Grand Cotillion 9pm-1am

Sunday, July 10, 1988

NAD Executive Board Meeting 9am

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THE DEAF AMERICAN

Vol. 37 No. 4, Fall 1987

- 2 A Note from the Editor
- 3 Memorial to Laurent Clerc Dedicated
- 9 Fred Schreiber and the NTBB
- 12 Poetry
- 14 The U.S. Constitution and Its Impact on People with Disabilities
- 15 The Deaf in Poland
- 17 Issues in the Education of Deaf Youth
- 23 A Part? . . . Or Apart?

THE DEAF AMERICAN

The Deaf American is a quarterly publication aimed at the professional community, as well as at the layman who want indepth stories and articles about topics of interest in the deaf community. Libraries, schools, community centers and other information dissemination sources find *The Deaf American* a convenient source of information for patrons and students.

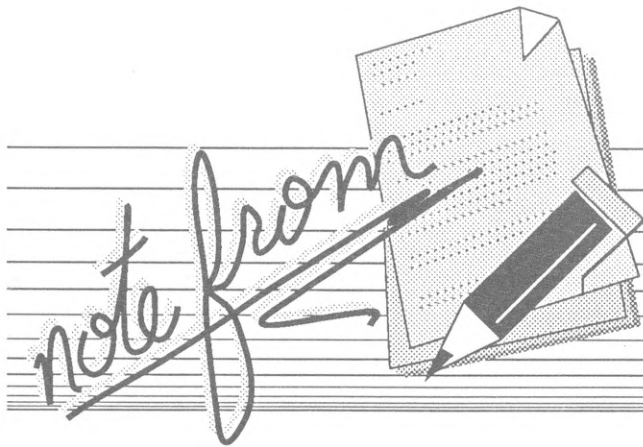
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Full Page	Insert front cover
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Half Page	Insert back cover
Full Page	Back Cover
Center Spread	2 full pages

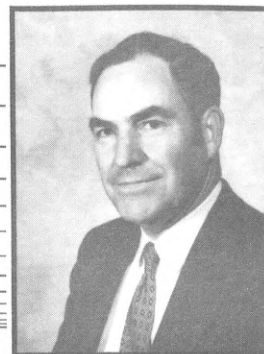
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Editor Jess Smith



Error in Volume and Number . . .

Our most recent issue had the wrong volume and number due to a mixup of some kind. It should have been designated Volume 37, No. 3, Summer 1987. This issue is Volume 37, No. 4, Fall 1987. We regret the error and the inconvenience to readers, many of whom called or wrote to ask why they had not received intervening numbers.

We are still playing a game of catch up, but eventually (and we hope that will be soon) we will be on schedule on a quarterly basis. We want to provide our advertisers with firm publication dates. For Volume 38, Number 1, Winter 1988, the advertising deadline is March 10, 1988.

Closed Captioning Continues to Increase . . .

As a deaf individual, or as one deeply interested in opportunities for equal access to television programming, we note the ever-increasing number of closed captioned offerings. This is true both for prerecorded programs and live presentations.

Captioning for live programs has speeded up considerably although sometimes the captioning is not completed before the screen shifts to another scene—or a commercial. Deaf viewers have become accustomed and make allowances for phonic spellings.

Both the National Captioning Institute (based in Falls Church, VA) and the Caption Center (based in Boston) are announcing additional captioned programs almost monthly. Closed captioning has become a "feast"—and more so since CBS joined up.

Word is out that a new decoder has

been field-tested in a prototype version and will soon be marketed. It is reported to be smaller and lighter and will be lower in cost.

Perhaps in the near future we will have "Albriton" ratings for closed captioned programs—or has somebody already come up with a system for measuring viewing habits of the hearing impaired?

Statewide Relay Systems . . .

In a few states, statewide relay systems are, or will soon, be in place. The need is great for this aspect of telecommunications for the deaf because local answering services tend to be both ineffective and costly.

Relay systems can be funded either through grants or surcharges on telephone service. The latter source seems to be the rule in those states which now provide TDDs for qualified hearing impaired people.

A National Deaf Heritage Week . . .

We have a copy of a resolution by Representative Major Owens (D-NY) which would have made the week of December 6, 1987, "National Deaf Heritage Week." As far as we have been able to ascertain, this measure did not become a reality.

The United States has so many special "weeks" that it is becoming very, very difficult to gain approval of a new pro-

posal. For a "week" to gain approval on an annual basis is recognized as virtually impossible. Why not shoot for one week in 1988, preferably the week the National Association of the Deaf holds its biennial convention in Charleston, South Carolina, July 5-9? Chances of getting such a resolution through would be greatly enhanced if it originated by a Senator or Representative from the Palmetto State.

Report of the Commission on Education of the Deaf . . .

The report of the Commission on Education of the Deaf is ready for delivery to President Reagan, the Speaker of the Senate and the Speaker of the House of Representatives the first week of February. In our next issue, we will comment on the major recommendations.

New President of Gallaudet University . . .

The list of applicants for the presidency of Gallaudet University has been narrowed to a reported six finalists, who are being interviewed. Then the Gallaudet Board of Trustees will choose from three candidates.

Will a deaf person be chosen? The answer is one of the most important decisions since Gallaudet was chartered in the 1860's.

CORRECTION: The article about the World Federation of the Deaf which appeared in the Spring 1987 issue of *THE DEAF AMERICAN* inadvertently omitted Hong Kong from the list of WFD members. The Hong Kong Mutual Assistance Society of the Deaf joined the WFD in 1982.

Gallaudet University Unveils Memorial To Laurent Clerc

By LOY E. GOLLADAY

Honoring the first deaf teacher of the deaf in America, Gallaudet University Alumni unveiled a bronze and granite memorial to Laurent Clerc on October 31 during University Week. The memorial was presented through the Laurent Clerc Cultural Fund of the Gallaudet University Alumni. It is a replica of one erected in 1874 by Clerc's deaf friends and former pupils at Connecticut's American School for the Deaf.

The bust, showing Clerc in his prime, is on a gray granite pedestal. On the front is a bronze presentation plaque. Near the bottom, bronze hands spell out CLERC. Located at the rear entrance of Fowler Hall, Clerc faces north, across the

Clerc, "... gallant gentleman, the most important deaf person in our country's history . . ."

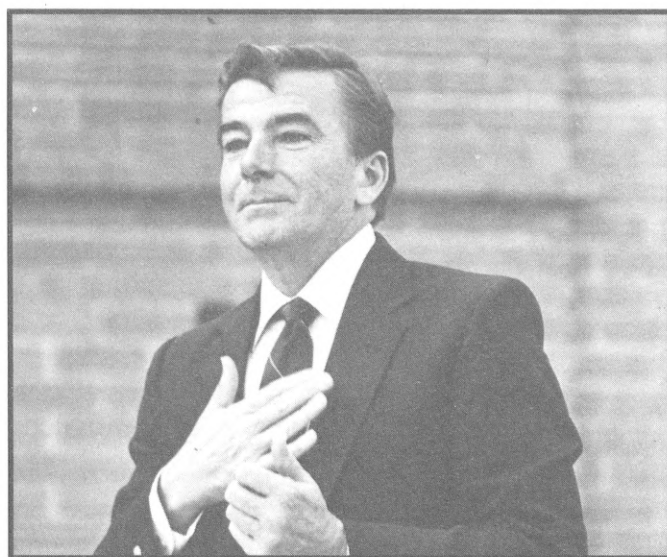
University quadrangle and, incidentally, toward the Hartford scenes of his life.

Several hundred alumni, faculty, prominent leaders in deaf organizations and friends witnessed the unveiling. Presidents, past presidents and other prominent officers of the Alumni, National Association of the Deaf and the National Fraternal Society of the Deaf were present, a number from as distant as California.

Dedication speaker was Winfield McChord, Jr., Headmaster and Executive Director of the American School for the Deaf, himself the son of deaf parents. He is a 1963 graduate of the Gallaudet School of Education and Human Services. Mr. McChord has also been an administrator in



The Clerc Memorial in its attractive setting behind Fowler Hall, facing the Gallaudet University academic mall.



MASTER OF CEREMONIES—Gilbert Eastman served as master of ceremonies at the unveiling of the Clerc memorial at Gallaudet University.

schools in Virginia and West Virginia, and head of the Kentucky School for the Deaf.

Using the title, "The Apostle of LaBalme," Mr. McChord's most informative address characterized Clerc as "the first educated deaf man to walk the streets of the New World, a man who encountered doubt, anguish, failure and disappointment and overcame them to earn a place of honor in the hearts and minds of his students, his contemporaries and succeeding generations of deaf Americans."

McChord ended with "This gallant gentleman, the most important deaf person in our country's history, dedicated his life to cultivating the minds, elevating the hearts, giving knowledge, and serving the deaf people of America with his own heart and his own mind. . . . [He] considered himself to be a missionary and to advocate the right of all deaf Americans to employ, enjoy, and benefit from their own unique language and . . . his own cultural contribution to this New World."

Presenting the memorial was Rosalyn Gannon, chairperson of the Laurent Clerc Cultural Fund, in a stirring few words; followed by Alumni President Dr. Gerald Burstein. Burstein said the unveiling marks the attainment of university status by the college last year, the 100th anniversary of admission of women to Gallaudet and Clerc's 202nd birth anniversary. Two years ago Burstein participated in the official unveiling of a memorial plaque to Clerc in LaBalme, France. He stressed that Clerc has made a difference in the lives of many generations of deaf Americans.



SPEAKER—Winfield McChord, Jr., Headmaster and Executive Director of the American School for the Deaf, was dedication speaker.

A great-great-great-granddaughter of Clerc, Susan Galloway of Oklahoma City, helped unveil the visage of her famous ancestor. Gallaudet Student Government President Tim Rarus assisted. Master of ceremonies was Gilbert Eastman, a graduate of both the American School and Gallaudet, who heads the Gallaudet drama department. He is master of ceremonies for Deaf Mosaic, the award-winning university television program which may be viewed once a month or so on the Discovery channel.

Dr. Jerry C. Lee, University president, and Gallaudet University Trustees chairperson Jane Bassett Spilman accepted the monument.

To climax the ceremonies, Dr. Loy Golladay signed his poem, "The Spirit of Laurent Clerc." Gallaudet Professor Emeritus Francis C. Higgins gave the dedication prayer.

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Susan Galloway admitted pardonable pride in her noted deaf ancestor. She remembered that while growing up, a sure sign of Christmas would be fresh evergreens in Clerc's silver bowl, handed down in the family since 1850. Her interest grew when she did research on Clerc for a paper, leading to lessons in sign language. She "brought down the house" by signing the last part of her speech.

A note from her mother, Clerc Galloway (Mrs. Edward L.) of Mill Spring, North Carolina, was read. She attended the October 1986 University Week. She regretted that she could not attend and sent "best wishes for gentle breezes and sunny skies so richly deserved by your splendid university." Her wish came true, but a few distant thunders were heard on high, lending celestial emphasis to certain parts of the ceremonies.

Clerc Galloway wrote of being taken to the Hartford school when about six or seven by her uncle, Laurent Heaton, to view the Clerc monument. She must have been

impressed by "that noble brow," for she recalled taking great pride in correcting her teachers (even the French teacher) in the way "Clerc" is spoken. It is properly pronounced "Clair" in French.

A little research by this writer shows that, even in Hartford legal and vital statistics, the name has been written variously as "Clark" or "Clerk." The name Clerc means "clerk," or a learned person—appropriate for the 200-plus years of Clercs who wrote well and kept the LaBalme records. According to Laurent Clerc, there were no free local schools or academies in France, such as in New England in 1816. Clerc is a fairly common name today around LaBalme.

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On a personal note, may I mention a special interest in Clerc, Gallaudet and early history of the education of the deaf? Before joining the NTID faculty in 1969, I taught at the American School 27 years, 1942-69. I edited the *American Era*, and for over 15 years was chairman of the annual Founders' or Gallaudet Day program. As Eastman (a former pupil of ASD) remarked, Laurent Clerc was always a part of

Clerc, ". . . of pleasant manners, polished and refined, engaging company, 'in short a true gentleman' . . ."

such programs. I was history chairman for the 1967 Convention of American Instructors of the Deaf which celebrated the sesquicentennial of education of the deaf at ASD. This committee organized the school's history museum. I also gave dedication addresses at both the Gallaudet University Clerc Dormitory and the American School for the Deaf



UNVEILING—Tim Rarus, '89, president of the Gallaudet Student Body Government, and Susan Galloway, great-great-great granddaughter of Laurent Clerc, unveiled the memorial.



INTRODUCTIONS—Gallaudet University Alumni Association President Gerald "Bummy" Burstein and Susan Galloway are being introduced by Jack Gannon (rear).

Clerc Dormitory for high school girls. I wrote the Clerc entry for the *Gallaudet Encyclopedia of Deaf People and the Deaf*. "The Spirit of Laurent Clerc" also wrote itself.

For the July 1975 edition of *Gallaudet Today*, to be distributed at the World Congress of the Deaf in Washington that summer, Editor Jack Gannon asked me to write a biographical article, "Laurent Clerc, Pioneer Deaf Teacher in America." This was published alongside a French translation. (This article later appeared in a slightly different version in *The Deaf American*.) I was astonished at French visitors' sudden interest in Clerc.

Clerc taught his pupils to "... stand on their own feet, solve their problems in a realistic manner, and never to be sorry for themselves."

We learned that Clerc was practically unknown in France. It is ironic that the sign language he brought to America had been more or less suppressed at European schools, through the infamous 1880 Milan teachers' convention. Led by a clique in the large Italian representation, delegates were stampeded into voting to suppress sign language.

The need for sign language would not die, but systematic, coded signs were gradually supplanted by local dialect signs, not understood elsewhere. Today in France, there is much interest in learning our sign language, as introduced by Clerc and modified over the years. At least one sign-language book defines illustrations in both English and French.

There had been occasional contacts of American and French deaf or teachers of the deaf. For example Professor and Mrs. Leon Auerbach attended the 250th anniversary celebration of the Abbe de l'Epee's birth in Paris. Deaf tourists occasionally asked about Clerc, but were often met with blank stares.

Soon after the 1975 World Congress, Professor Gilbert

Eastman spent part of his sabbatical leave in France. With the help of a deaf Frenchman, Jean Bruckmann, Clerc's birthplace was located in LaBalme. At the 1980 National Association of the Deaf convention in Cincinnati, Eastman and Bruckmann presented a workshop. Interest in Clerc increased, in both France and America, especially with Gallaudet University facilitating group and individual contacts. The Clerc Memorial is a logical result.

In October 1980, five deaf Americans went to France as guests of the French association of the deaf. We took to LaBalme a bronze plaque honoring Clerc, lettered in both French and English. LaBalme officials tendered us a reception, where Gannon and others described Clerc's life work. "The Spirit of Laurent Clerc" was read publicly for the first time, translated into French and signs. We visited the original Rue St. Jacques (Paris) school, plus others in Toulouse and Chambéry.

Four of these "five deaf Americans" attended the Clerc memorial dedication October 31. The original five were Jack Gannon (Gallaudet alumni relations and advancement), Professor Gilbert Eastman (Gallaudet faculty), Dr. Frank Sullivan (president emeritus of the National Fraternal Society of the Deaf), Dr. Albert Pimentel (National Association of the Deaf) and Professor Emeritus Loy Golladay (National Technical Institute for the Deaf). Only Pimentel missed the celebration, on account of commitments as head of the Northwest Connecticut Community College program for the deaf.



VIPS—At the October 31, 1987, ceremonies on Kendall Green, these dignitaries were seated together (first row, left to right): Gallaudet Professor Emeritus Francis Higgins, who gave the benediction; Board of Trustees Chairperson Jane Spilman; University President Dr. Jerry Lee; and Susan Galloway, a direct-line descendant of Laurent Clerc. In the back row may be seen Mae Curtis and Dr. David Peikoff.



The bronze hands spell out the name of the great deaf teacher, Laurent Clerc.

The Clerc monument completes a set of three memorials at Gallaudet University to a triumvirate of pioneer American educators of the deaf. Clerc's American School co-founder and friend, Thomas Hopkins Gallaudet (1787-1851) is memorialized teaching little deaf Alice Cogswell, in a bronze statue by Daniel Chester French before the University chapel. T. H. Gallaudet's youngest son, Edward Miner (1837-1917), who founded Gallaudet University, appears in bronze a few dozen yards away in the academic quad. Dr. Mason F. Cogswell, Alice's father (not a teacher of the deaf), does not appear in memorial form on Kendall Green, but his name is bracketed with Clerc and T. H. Gallaudet on the Founders' Memorial in Hartford.

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As a deaf lad, Clerc was awed by his father's work as town notary, recorder and mayor. It planted in him a surpassing ambition to acquire a superior education. This he certainly did, and largely by his own voluminous reading in French and later in English.

Clerc's life encompassed the turbulent years of the French Revolution. That was when King Louis XVI and Queen Marie Antoinette, plus many of the nobles and religious leaders, were beheaded; followed by the revolutionary Commune, and Napoleon's rise and fall, from Emperor of the French to final exile and death on the distant island of St. Helena. Several times his teacher, the Abbe Sicard, almost lost his life.

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At about one year old, Clerc fell into the kitchen fireplace, scarring his right cheek. His name sign is a brushing of two fingers down the right cheek, near the mouth. His parents attributed his deafness to this accident and the fever that followed. Clerc always called himself "born deaf" (*sourd de naissance*). In either case he was prelingually deaf.

At age 12 in 1790, Clerc was entered as a pupil at the National Institute for the Deaf on Rue St. Jacques, Paris. This was the world's first school for the deaf, founded by the Abbe de l'Epee between 1755-60. He completed the courses in eight years and by 1816 he was teaching the highest class at the school, then headed by the Abbe Sicard. He is reported to have been denied the chance to go to Russia, to start a school for the deaf there at Empress Catherine's request, only because of his deafness.



Spectators crowd around "to meet Mr. Clerc" after the ceremony.



Jack Gannon, whose Alumni Office coordinated the program, and Rosalyn Gannon exchange pleasantries with Susan Galloway.

Memorial to Laurent Clerc

The Pennsylvania School directors gave Clerc a beautiful silver pitcher suitably inscribed as a parting gift. This pitcher is on display in the American School's museum, along with Clerc's watch and other relics. In 1850, Clerc's and Gallaudet's former pupils called a convocation and presented each with elaborately engraved coin-silver pitchers and trays. (This is the "Christmas pitcher" Susan Galloway mentioned.) Clerc praised the Hartford citizens who raised money to send Gallaudet to France, private benefactors, the congress and state legislatures for their financial support, and Divine Providence for blessing the effort. It took Gallaudet to point out that the effort would not have succeeded without Clerc's skill and know-how.

Laurent Clerc retired from teaching at the age of 73 years. He had taught nine years in France and 41 in America, a total of half a century. He continued his interest in the school and its graduates. He attended the inauguration ceremonies of Gallaudet College in 1864. He had been granted honorary Master of Arts degrees, from Trinity and Amherst, among other honors.

A little more than a year after the Clercs celebrated their golden wedding anniversary among family and friends, Laurent Clerc passed away, July 18, 1869, in his 84th year. Deaf friends and former pupils from all over New England converged to provide a most impressive graveside service and carry "the Apostle of LaBalme" to his final rest.

One of his former students in France described Clerc as "of pleasant manners, polished and refined, engaging company, 'in short a true gentleman.' Considered a born teacher, Clerc was an excellent model for his deaf pupils in both France and America. To the public, he was a living example

of what might be accomplished through support for education of deaf persons."

Many examples of his quick wit and depth of intellect have come down to us, many of them impromptu replies during public exhibitions. His written conversations with congressmen, at least one president of the United States (Monroe), state legislators and other notable personages in both France and America, show this keen intelligence. Clearly he was not intimidated by people with normal hearing when discussing the needs of the deaf people.

More importantly, Clerc taught his pupils to "stand on their own feet, solve their problems in a realistic manner, and never be sorry for themselves."

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When Thomas H. Gallaudet accepted an invitation to go to the French school in 1816, he recruited Clerc to come to America. Originally contracted to stay in Hartford for only three years, to teach and to train other teachers, Clerc revisited France only three times, in 1820, 1835 and 1846.

After the contracted three years expired, Clerc found the Paris institution in some confusion. His teacher and mentor, the Abbe Sicard, was quite aged and beset with problems. Outside influences were intruding in school policies. By contrast, America needed Clerc's help, especially to train more teachers as schools for the deaf started in new states or terri-

Clerc—"the Apostle of LaBalme."

tories. Persons were riding horseback from as far away as Kentucky to be trained by him. Many of Clerc's deaf former pupils also founded schools or became valued teachers in the new schools.

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On May 3, 1818, Clerc married one of his first pupils, the lovely, vivacious and accomplished Eliza Crocker Boardman of Whitesboro, New York. Their beautiful baby daughter Elizabeth was born shortly before Clerc left for France in 1820. The Clercs had six children, four of whom survived infancy. All of their many descendants have had normal hearing and have included prominent citizens and businessmen.

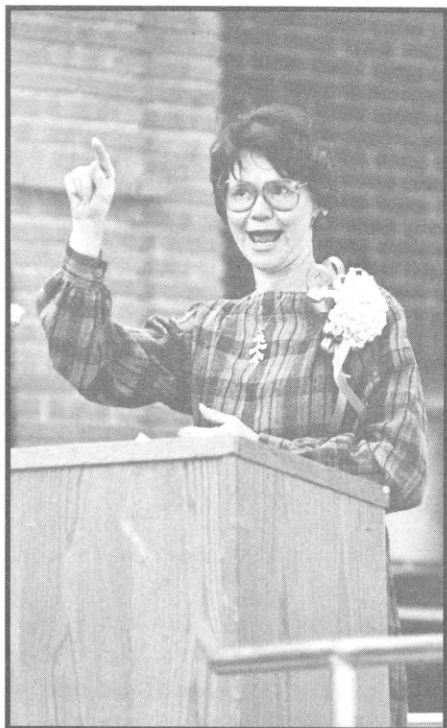
Beginning in August 1821, Clerc was loaned for eight months as America's first deaf school principal, to reorganize courses and train teachers for the Pennsylvania Institution. Clerc and his wife holding their baby daughter had their portraits painted by Charles Willson Peale. Peale letters reveal that Eliza Clerc sat for her portrait the very last day before they returned to Hartford. A descendant has willed these priceless paintings to the American School and they are on permanent loan to the Hartford Atheneum. Other paintings of Clerc exist, the best two by his deaf friend, John Carlin.

Photo credits: Emily H. McCarty

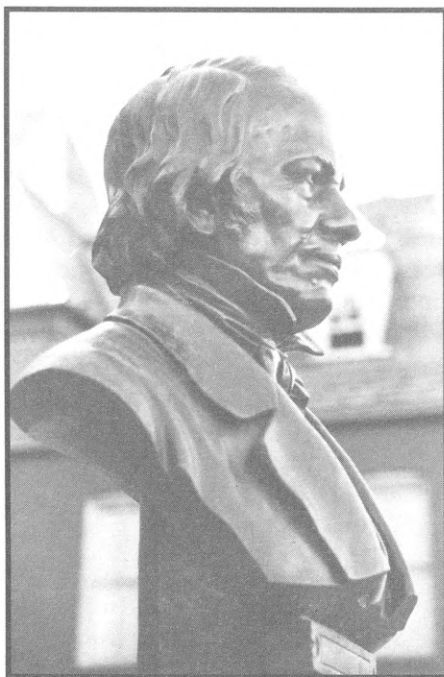


Dr. Loy E. Golladay, author of this article, appeared on the program to recite his poem, "The Spirit of Laurent Clerc." A member of the Gallaudet Class of 1934, Dr. Golladay delivered the poem at LaBalmeles-Grottes, France, in October 1980.

Memorial to Laurent Clerc



Rosalyn L. Gannon, Class of 1959, is the chair of the Laurent Clerc Cultural Fund Committee of the Gallaudet University Alumni Association.



A closeup of the Laurent Clerc profile.



Acceptance of the Laurent Clerc Memorial was by Jane Bassett Spilman, chair, Gallaudet University Board of Trustees, and Jerry C. Lee, president of the University (shown alongside).

JOB OPPORTUNITIES AT GALLAUDET'S PRE-COLLEGE PROGRAMS

The Kendall Demonstration Elementary School (KDES) and the Model Secondary School for the Deaf (MSSD) on the campus of Gallaudet University are looking for energetic, creative professionals to teach in various departments for the school year that begins Fall, 1988.

AT KDES . . .

- Parent-Infant Program
- Pre-School
- Primary
- Intermediate
- Middle School
- Special Opportunities (for multiply-handicapped)

AT MSSD . . .

- English, Mathematics
- Science, Social Studies
- Career Education
- Audiology/Speech
- Sign Language
- Industrial Education
- Physical Education
- Diagnostic and Prescriptive Teaching
- Special Opportunities

In addition to teaching, Pre-College faculty members have opportunities for curriculum development, research, travel and consultation through its Center for Curriculum Development, Training and Outreach. Washington, D.C. and its suburbs offer numerous educational, cultural, and recreational opportunities for its residents as well as a modern subway/rail system for easier commuting.

General requirements are a Master's Degree in elementary education or a secondary education subject matter area, Deaf Education, Education or a related field with coursework emphasis or experience in the subject area. CED certification or eligibility is also required. Applicants should be fluent in manual communication or willing to learn. The faculty contract year is 190 days; salary is based on experience and credentials.

To apply, send a letter of application, resume, college transcripts and three letters of recommendation to: Pre-College Positions, Personnel, College Hall Room 7, Gallaudet University, 800 Florida Avenue NE, Washington, D.C. 20002. **Deadline for applications is April 1, 1988.**

Gallaudet University is an equal opportunity employer/institution.

Fred Schreiber And The NTBB

By SHIRLEY BONVILLAIN
Coordinator, NTBB-Southern Center

Frederick Carl Schreiber is a name which brings a smile to all who have been gifted with a glimpse into his life of greatness and generosity. Fred believed that ear research is the hope of future generations who suffer from hearing and balance disorders. Therefore, he pledged his temporal bones to the National Temporal Bone Banks Program.

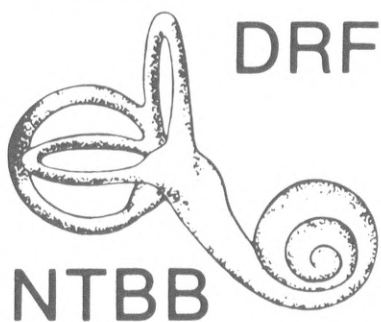
Fred became profoundly deaf at the age of seven after several bouts of meningitis. Being a pragmatist by nature, he accepted the fact that he was deaf and sought ways to improve the quality of life for deaf citizens. His way of leading was by serving, by being the first example, by building morale, by energetically involving himself in tasks which would provide future benefits for all.

Fred Schreiber celebrated life by building for the future. As recorded in his book, *A Rose for Tomorrow* (1981), Jerome Schein aptly eulogized Fred in the lines of his poem:

*"This chasm that has been as naught to me,
To that fair-haired youth may a pitfall be;
He, too, must cross in the twilight dim,
Good friend, I am building this bridge for him."*

For Fred, looking to the future meant facing the problems of today realistically and energetically. He was not one to focus on his own deafness or any physical ailment, but to roll up his sleeves and go on with the work that must be done—for the good of future sufferers and to improve the quality of life for all.

Among his myriad accomplishments, Fred served as executive director of the National Association of the Deaf from 1966-1979. During that time, he encouraged NAD members to participate in temporal bone research. (Many NAD members are NTBB-11 pledged donors.) His style of leading was by being the example and using communication as a tool. In order to be informed, he read avidly; to inform others, he wrote prolifically. An active member of the Lions Club, his observation that "we are all Lions and some of us are deaf" sparked the formation of the first deaf Lions Club. He also proposed the resolution adopted by Lions Clubs International to make hearing conservation and work with the deaf one of their top priorities.



IN EARLY YEARS AS EXECUTIVE DIRECTOR—This picture of Fred Schreiber was taken in 1966, soon after he became full-time NAD Executive Director.

Kit Schreiber, devoted wife and mother of their four hearing children, is also an NTBB donor. She, too, became deaf at the age of seven as a result of meningitis. Kit says, "When my husband was alive, he considered all research on deafness very important to future generations and encouraged NAD members to participate in giving hope for a brighter future by enrolling in the NTBB. He would obtain sufficient NTBB information well in advance so that it would be available during the NAD conventions." Kit is aware also that it will take continued study of many donations to come up with more answers as to why some ears cannot function.

What is the NTBB Program? The NTBB Program was formed in 1960 by the Deafness Research Foundation to assist ear, nose and throat physicians in answering the mysteries of ear disease through temporal bone research. The NTBB was organized to seek temporal bone donors with hearing and balance disorders. Now, as a result of the laboratory examination of individual parts of the ear from donors with ear disorders—a course of study not possible on living patients—much more is known about hereditary deafness, congenital irregularities, the danger of Rubella to the unborn child, conductive deafness, otitis media, otosclerosis and sensorineural hearing loss. Progress has been made, but there are still many unanswered questions of vital interest to the approximately 20 million hearing impaired.

The ear donor program is administered from regional centers in Boston, Houston, Los Angeles and Minneapolis. Each center maintains donor pledge forms and records, and periodically updates medical information on its registered donors. In addition, each center operates a 24-hour telephone service and stands ready to offer whatever aid is re-



IN LATER YEARS—Fred Schreiber as he appeared in later years. This picture was used as his “official” photo about 1976.

quired to facilitate collection of the donation as quickly as possible upon the donor’s death.

Here are some common questions and answers:

1. Who can donate? It takes special qualifications. Prospective donors, any age, must have seen an ear doctor and/or audiologist and been tested and/or treated. These potential donors offer the best opportunities for pathological information which will give new clues to the unsolved problem of deafness.

2. How does one become a donor? Send for a registration form from the NTBB Center serving your state. (See the regional center listing at the end of this article.) A registration form requires the donor’s signature and the signatures of two witnesses. Complete the forms and mail them to the regional center. A permanent file will be set up to maintain the donor’s registration form and medical history until the actual donation of the temporal bones upon the donor’s death. The medical records are very important to the scientific value of the temporal bone studies.

3. What happens at the time of the donor’s death? The next-of-kin or donor’s representative simply contacts the center coordinator (on 24-hour call) and the coordinator will handle the rest of the details. Removal of the temporal bones does not disfigure the donor, and there is no cost to the donor’s estate or survivors.

4. What is done with the temporal bones? The donation will be sent to an otological processing laboratory for precise histological preparation. It takes about eight months for the full process and microscopic study to be accomplished. Facets of study for each temporal bone include the effect of medication on the hearing organs and bones, the course of healing after a microscopic operation, the effect of many ear infections, the existence of an uncommon disease and its effect on the temporal bone, etc. Making a report of the

case to inform physicians requires a strong and solid foundation to support the research. The findings enable physicians who are seeing patients in the clinic to improve their treatment and surgical techniques. Basic research holds the powerful truth for professionals who serve to guide the hearing impaired.

Shortly after his death in 1979, Fred’s temporal bones were received for study at New York University Medical Center (NYU). Dr. Chandra Sekhar, NYU Associate Professor of Clinical Otolaryngology, studied Fred’s ear structures and found Fred’s right ear had labyrinthitis ossificans. The cochlear and vestibular parts of the inner ear were almost totally obliterated by bony tissue that hindered his hearing capability. His left ear showed degenerated hearing organs and enlarged fluid spaces (endolymphatic hydrops) which caused the loss of hearing in the ear. Both findings could have been the end result of his childhood ear infections and meningitis, thus suggesting that prompt and thorough treatment is mandatory for protecting children’s ears from insult.

Fred Schreiber believed that all men are created equal. He committed his life to improving the quality of life for hearing impaired and disabled persons. Through his temporal bone donation, as throughout his life, he reinforced his message of support for a most important objective—to protect a child’s sense of hearing. The findings which his temporal bone donation revealed on the effects of childhood diseases are informative to otolaryngologists and related specialists as well as to parents.

We need your temporal bone pledge to continue the search for clues to prevent or improve treatment of chronic otitis media, otosclerosis and Meniere’s disease; and for learning exact causes of cholesteatoma and other ear disorders. The strength and success of the program depends on the generous spirit of donors who—like Fred—are committed to helping find a cure or improve treatments for other hearing impaired. For more information about the NTBB Program or becoming a donor, please contact the regional center serving your state as shown in the chart below.

National/Eastern Center
Massachusetts Eye
& Ear Infirmary
243 Charles St.
Boston, MA 02114
617/573-3711

Midwestern Center
Univ. of Minnesota
University Hospital
Box 396 UMHC
Minneapolis, MN 55455
612/624-5466

Connecticut
Maine
Massachusetts
New Hampshire
New Jersey
New York
Pennsylvania
Rhode Island
Vermont

Illinois
Indiana
Iowa
Kansas
Michigan
Minnesota
Missouri
Nebraska
North Dakota
Ohio
Oklahoma
South Dakota
Wisconsin

Western Center

Univ. of California
UCLA Medical Center
31-24 Rehab. Center
Los Angeles, CA 90024
213/825-4710

Southern Center

Baylor College
of Medicine
1 Baylor Plaza NA523
Houston, TX 77030
713/790-5470

Alaska
Arizona
California
Colorado
Hawaii
Idaho
Montana
Nevada
New Mexico
Oregon
Utah
Washington
Wyoming

Alabama
Arkansas
District of Columbia
Florida
Georgia
Kentucky
Louisiana
Maryland
Mississippi
North Carolina
South Carolina
Tennessee
Texas
Virginia
West Virginia
Puerto Rico

The NTBB Program is funded by The National Institute of Neurological and Communicative Disorders and Stroke and The Deafness Research Foundation and is supported by The American Academy of Otolaryngology-Head and Neck Surgery.

Nominations Open For The Golden Rose Awards

It is time to select 1988 recipients for the Golden Rose awards. Golden Roses will be given for the third time in National Association of the Deaf history at the July 5-9 convention in Charleston, South Carolina. Golden Rose Awards are made in loving memory of Frederick C. Schreiber, first Executive Secretary of NAD. They help keep his memory alive, and they provide young people who have never met him with an incentive to follow his example of personal sacrifice and outstanding achievement.

Why a Golden Rose? The rose symbolizes high achievement. It is the flower most frequently given as a symbol of success in the United States. It is golden to represent the metal that is cast into medals. The Golden Rose, then, is the Deaf Community's medal given for meritorious service—a medal in honor of Fred Schreiber, who served the Deaf Community for so many years, so nobly and well.

To receive a Golden Rose, the honored individual must have:

1. Provided distinguished service of **lasting** benefit to the Deaf Community.
2. Performed the services **without** pay.
3. Established a model of behavior for deaf youths to emulate.

The past recipients of a Golden Rose were Arthur G. Norris, of Silver Spring, Maryland, Dean H. Cosner of Wyoming, Mrs. Hortense Auerbach of Maryland, and Mrs. Beatrice Davis of Chicago, Illinois. They worked hard, effectively and without pay to make life better for deaf people.

Who selects the recipients? The Golden Rose Award Committee consists of Fred's widow, Kit Schreiber, NAD President Larry Newman, Jerald Jordan and Jerome Schein.

Where does the money come from to pay for the Golden Roses? It is earned from the sales of Fred's biography, *A ROSE FOR TOMORROW*, and of lithographic copies of the magnificent portrait of Fred painted by the brilliant deaf artist William Sparks. The interest earned on the money from these sales cover the cost of these awards.

You can help NAD to honor those who deserve recognition. Your purchases of his book and portrait and your participation in the nomination process increases the prestige of the Golden Rose Awards. The committee values your suggestions. If you want to nominate someone for a Golden Rose, send his or her name to:

Mrs. Kathleen Schreiber
4015 Byrd Road
Kensington, MD 20895

Tell the committee what your nominee has done to deserve an award. Announcement of the honorees will be made in Charleston.

The Golden Rose is one way of assuring that Fred Schreiber will attend the NAD convention. He enjoyed the biennial meetings very much, and they would not be the same without him being there—at least, in spirit!



Pepper's Song

(Children's first pet which made for a happy home . . . but had to leave us August 21, 1987, after 8 years and 10 months of life. We do not feel sorry for him—only for ourselves for having lost him.)

The final pages of your life
And closing cover bruised us all;
In barely time to grasp the scale
Showed heart and love beyond the call.

You came to us in puppyhood,
A little dear of brownish hue,
With stout and stubby little legs,
To chase away blueberry blues.

Like doggie bonds of steady leal,
Your honest heart is still our own;
Lasting thoughts of deeper sorrow
Are more than some have ever known.

All those that sleep the sleep of grace—
We cannot hold one in restrain—
Return to borrowed element
As there is no immortal gain.

Your softened mat in oval bed,
Beneath yon potted flower stand,
Remains in quiet and placid place
With Molly's gentle loving hand.

We stand with supplicating arms
To watch which star will show the way
To see your lovely face once more,
And ruminate how life is fey.

Forgive the pain we may have caused,
You little pup that came to stay,
Not knowing where in time or space,
To leave some melancholy day.

LA SURDO-INTERNATIONALE

Anthem of the World's Deaf Children

(With acknowledgement to Robert Burns)

Should all deaf children be forgot,
And always last in line?
Should all deaf children be forgot,
And never taught to sign

Nor seldom shown a sign of Love,
And often left to pine
Alone, without a helping hand
Until the end of time?

Give me your hand my trusty friend,
And here's a hand of mine.
We'll free the hands of each deaf child,
And teach them how to sign.

We'll free the mind of each deaf child,
Remember all the while
The light of learning in their eyes,
The sunshine in their smile.

—George Montgomery

We as judge and jury fused
Know one must go at subtle time;
You had all love one could bestow
From loving hearts you left behind.

Forgive us what we had to do,
Allowing you this blest release—
You simply were in need of rest,
Beyond your stars, and lasting peace.

—P. K. Monaghan
Jackson, MS

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(800) 833-4968 }

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The U.S. Constitution and Its Impact On People with Disabilities

By Sy DuBow, Legal Director, National Center for Law & the Deaf
(Talk at D.C. Public Library Program on the U.S. Constitution, September 26, 1987)

The U.S. Constitution begins "We the People of the United States in order to form a more perfect union . . . and secure the blessings of liberty to ourselves and our posterity do ordain and establish this Constitution for the United States of America." But for most of the 200 years since the Constitution was signed, "We the People" did not include disabled people, and disabled people did not enjoy the "blessings of liberty." Disabled people were not alone. Black people and women were also denied the "blessings of liberty." It took a Civil War that almost tore this country apart to finally convince Congress to pass the 13th, 14th and 15th Amendments. These Amendments finally recognized that black people were included in Jefferson's "self-evident" "truths" in the Declaration of Independence "that all men are created equal; that they are endowed by their creator with inherent and inalienable rights, that among these are life, liberty and the pursuit of happiness."

The Fourteenth Amendment to the Constitution finally specified that the word "equal" and the basic concept of equality was a part of the Constitution. The Fourteenth Amendment declares that:

No State . . . shall deprive any person of life, liberty or property, without due process of law; nor deny to any person within the jurisdiction the equal protection of the laws.

This Amendment has been the legal foundation on which minorities have relied to challenge discrimination. The 14th Amendment says no state shall deprive any person of due process and equal protection of the law. "Any person" has been interpreted by courts through the years to mean not only black people, but minorities, women and more recently disabled people, too.

I want to share with you three areas: employment, education and mental health, where disabled people have used the 14th Amendment to the Constitution to "secure the blessings of liberty."

Judy Gurmankin is a blind teacher, but the City of Philadelphia would not hire her to teach. The City had a policy against handicapped people teaching. Judy Gurmankin went to Court to challenge this policy as discriminatory. She relied on the 14th Amendment and won. The Court pointed out that a government policy preventing all handicapped people from teaching nonhandicapped children denied individuals the opportunity to show they could be competent teachers. This case supports the principle that people should not automatically be excluded from employment because they are handicapped. They should be considered on their individual ability.

For many years handicapped children were excluded from public education because they were handicapped. In the early

1970's, parents of disabled children in the District of Columbia went to federal court to challenge these denials. The federal judge relied on the 5th and 14th Amendments to the Constitution to require the schools to comply with detailed procedures in placing handicapped children. The Court required D.C. schools to make comprehensive, timely evaluations of handicapped children; to demonstrate the appropriateness of the school placement; and to provide parents the right to challenge the school's plans for their children through prompt hearings with independent hearing officers. This decision and another one in Pennsylvania persuaded Congress to pass detailed legislation—the Education for All Handicapped Children Act—that requires many of the above rights throughout the country. This Act focuses on providing an individualized program for each handicapped child that meets the child's unique needs.

Mental health is the third area I will discuss where the 14th Amendment of the Constitution helped "secure the blessings of liberty" to disabled people. For 22 years a deaf woman was isolated in a Maryland mental institution without receiving any appropriate treatment. No hearing aid was provided even though the woman had some hearing. No sign language communication was given even though that was the way she communicated. The mental institution's doctors and staff had no way to communicate with her and her with them.

After 20 years, a psychologist familiar with the problems of deafness, Dr. McCay Vernon, evaluated her and found:

She has received no psychotherapy treatment, only medications. She has not been grouped with other deaf patients nor has anybody experienced with deafness worked with her. The end result has been 20 years of severe deprivation.

Dr. Vernon recommended that she receive treatment with the help of special mental health clinics on deafness and receive sign language instruction. The mental institution ignored Dr. Vernon's recommendations. Finally, a lawsuit was filed by the NAD Legal Defense Fund to provide this deaf woman with appropriate treatment. One of the legal arguments was that the 14th Amendment to the Constitution required a right to treatment and equal access to mental health services. The State of Maryland agreed to set up an inpatient unit for deaf patients with a staff trained in sign language and deafness as a result of the lawsuit. The deaf woman has made great progress since she began to live at the deaf unit. She is actively communicating and participating with other deaf patients and the staff for the first time in over 20 years. The Constitution helped this woman begin to enjoy the "blessings of liberty."

(Continued on page 19)

The Deaf In Poland . . .

by Eugene Bergman, PR.D.

When the plane landed at Okecie, Warsaw's international airport, I disembarked to find myself in a large shed thronged with passengers who waited in long lines for customs officers to inspect their luggage. Thus immediately upon my arrival I met with that ubiquitous Polish phenomenon of waiting in lines.

The customs officer did not bother to inspect my luggage once I wrote on a card for him, "Nothing to declare," and waved me on with a big smile. This was my introduction to that free and easy attitude which is the other side of the coin in a regimented communist society.

It was Day One of my 13-day sojourn in Poland, between August 15 and 28, 1987.

Most of that time I spent in Warsaw, but I also traveled to Krakow, the former ancient capital of Poland. There, I met with two vice presidents of Jagiellonian University to whom I conveyed, on behalf of Gallaudet University, a copy of a cooperation agreement on deafness research between the two universities. Afterward I met with two of Jagiellonian's academics to discuss how that agreement could be actually implemented. I asked them a host of questions about the deaf in Poland, but to my surprise they could not answer most of them. They showed me Polish dissertations and publications on the subject of deafness, but all of these dealt exclusively with the problems of teaching deaf children. What

about deaf adults? My acquaintances knew very little about them and, in reply to my question, they confessed shamefaced that they did not even know Polish sign language. One publication they showed me contained comments such as that deaf children are "deaf to feelings." That was supposed to be a witty pun, but I did not find it so. It also claimed that deaf children are hostile to their teachers. I pointed out to my new acquaintances that the reason for this hostility is because Polish schools for the deaf lack deaf teachers, and the hearing teachers mostly do not know sign language, and that this accounts for the "hostility" or lack of support between them and deaf children. Another comment I found in that publication was mindboggling: the writer claimed that deaf children lack ethical principles. I commented that if any American deafness-related professional were to make such a statement in the United States, the National Association of the Deaf would immediately sue him for slander.

The professors answered that when they wrote of the lack of ethical principles, they meant only deaf Polish children. Polish deaf people would certainly not accept such an explanation, but I was not going to argue with these academics, because, as I told them, I came to them in order to discuss not what divides us but what we have in common, namely, the welfare of the deaf. They obviously liked this answer. Personally, they were extremely pleasant and affable, and I enjoyed their company.



AUTHOR—Dr. Bergman lived in Poland during World War II. He came to the United States at age 15 in 1947 and entered the Fanwood School for the Deaf in White Plains, New York, and subsequently attended Gallaudet College. He is one of the very few Jewish deaf in Poland to have survived the war, and he also is the first ever deaf person to have earned a Ph. D. degree in English. Last summer he returned to Poland for the first time in 40 years. The impressions of his Polish visit are recorded in this article.

The Deaf in Poland



All the same, my questions about the Polish deaf remained unanswered, so upon my return to Warsaw I went to the source, namely, to the Polish Association of the Deaf, where, to my surprise, I found out everything I wanted to know. But even earlier, upon entering the offices of that association, I had met with another surprise: its president, Marian Bronikowski, is deaf.

Outside the United States, most deaf associations are directed by government-appointed hearing leaders. Imagine then my surprise when I found that, in a communist country of all places, the leader of the deaf was deaf himself. I had an extremely pleasant chat with Mr. Bronikowski and his associate Mr. Kazimierz Diehl in the course of which I learned quite a few facts about the Polish deaf. These facts are as follows:

There are approximately 50,000 profoundly deaf Poles, plus 400,000 hearing impaired Poles. Of these 50,000 profoundly deaf Poles 20,000 are members of the Polish Association of the Deaf or PZG (Polski Związek Gluchych). There are only 80 deaf people with higher educational background, and of these only two at present are attending colleges.

The PZG, a government-sponsored organization, is much more powerful and extensively organized than our own NAD. It not only maintains branches in every province and every major city but also operates, within these branches, "houses of culture" (deaf clubs and lounges with recreational facilities), sports clubs and tourist excursions. So far so good, but, unlike our own NAD, the PZG also operates vocational counseling clinics and is in charge of vocational rehabilitation of the deaf. More even, it operates its own cooperatives of the deaf and factories employing mostly deaf personnel and offering on-the-job training to young deaf people. These cooperatives and factories provide company housing to their employees.

This sounds quite impressive. The NAD was never like this. If the deaf cannot translate into reality their secret fantasy of having a republic of their own, they can, in Poland at least, operate their own factories and cooperatives. We do

not have anything like this in the United States save for a few small deaf-owned businesses which employ a mostly deaf labor force.

On closer inspection, however, the bubble bursts. These deaf-operated Polish factories and cooperatives produce chiefly toys, umbrellas and plastic gewgaws. In this sense there is a not coincidental resemblance between them and those American institutions for the blind whose inmates or members weave baskets and mats.

Another thing: the fact is, Poland is in a terrible financial situation, and the Polish deaf suffer from it, too. At the same time, they keep posted about our American deaf community and are proud of our successes and achievements. While I was in the PZG's office Mr. Bronikowski showed me proudly the latest catalog of Gallaudet University Press and asked if the American deaf could sponsor the purchase of a set of *Encyclopedia of the Deaf and Deafness* for the PZG. I promised him I would pass on his message, and here it is. I hope that a collection is organized for this purpose, and I myself have started it by giving the NAD a check for \$10.00. We American deaf people are a role model to the Polish deaf, and I feel that we owe them something for the way they look up to us.

My personal impression of Warsaw, a country to which I had returned after an absence of 42 years, is that it has become crowded with drab gray Stalinist apartment buildings. The average Pole earns about \$80.00 monthly in terms of the official rate of exchange, and only a fourth as much in terms of the black-market dollar. There is considerable poverty, and most people wear dime-store clothing and vinyl shoes. Sanitation is poor. There are queues in front of all kinds of stores. Ninety percent of all restaurants are owned and operated by a food cooperative called Spolem. They offer varied and long menus, but whenever I asked for a dish I met with the response "Niema," meaning "Don't have," and was told there was only one entree available. However, the cuisine at restaurants in major hotels, which the average Pole cannot afford, is extremely good and even up to French standards.

Despite this drabness and these shortages, the Poles themselves are very lively and dashing. In my encounters with them I was invariably impressed by their decency and hospitality. As for their natural courtesy, one impression lingers in my mind: in Warsaw I happened to witness a ceremony. A troop of saber-holding Polish soldiers stood at attention in front of a house in which some Polish insurgents used to live. After a lady placed a commemorative wreath in front of the house, the officer in charge bowed gallantly and kissed her hand. This in a communist country!

Poles are very honest, too; although they could tell that I was a foreigner and unfamiliar with their currency, the storekeepers and vendors never tried to cheat me and scrupulously gave me exact change, unlike some storekeepers in West Europe. My brightest and most pleasant impressions of Poland are connected to my encounters with individual Poles. They may be living in materially depressing conditions, but their spirit is unquenched.

Issues In The Education Of Deaf Youth

By McCay Vernon, Ph.D.

Western Maryland College, Westminster, Maryland 21157

This paper will encompass 11 specific recommendations pertinent to the education of deaf persons. Suggestions will be made on how to implement each recommendation.

If the recommendations are implemented, the education provided deaf people will improve. The cost to the Federal government will be reduced.

I. Social Security Disability

You have already had heated discussion before your Committee and within the Committee addressing the issue of Social Security Disability (SSI and SSDI). I have seen needy disabled deaf people helped by SSDI and SSI who would otherwise have been unable to get medical care and who would have died. I also know cases of deaf people with masters degrees in computer science and a successful work history who abuse SSDI in gross ways totaling up to \$2,000 a month, despite the fact that they are capable of earning \$30,000 or more a year if they would work. Those of you who have close contact with the deaf community know of many, many similar cases.

The point is that SSI and SSDI are potentially good programs that are abused by certain individuals including some deaf persons. The issue is how to avoid the abuses while retaining the program for those who need it.

The solution is simple. Require any person seeking SSI or SSDI to first go to the State Division of Vocational Rehabilitation (DVR). Before a decision is made on their application for SSI or SSDI, the individual should be required to have a statement from DVR on their employability. In some cases this will require a full vocational evaluation. In most it will not. In no case should the vocational evaluation or the vocational counselor's report be the determiner of eligibility for SSI or SSDI; however, it should be a factor.

This procedure will reduce the current abuses of the system and bring more persons needing vocational help to DVR services. The procedure would not just be required for deaf SSI and SSDI applicants but for all who apply.

II. Recommended Improvements in Vocational Rehabilitation

If deaf people are to get good vocational rehabilitation services the key person (i.e., the one who must provide these services) is the field counselor. Under the current system, field counselors are essentially paralyzed and relatively ineffective for two reasons (Vernon, Bussey & Day, 1979). One is that they are rewarded by what is called a closure system. It is a utterly ridiculous reinforcement procedure. In essence, the closure system gives the same reward to a counselor who buys a client a hearing aid as is given to the counselor who works for eight years with a deaf severely cerebral palsied client needing multiple medical treatments and four years of college.

When counselors are reinforced in this way; that is, when their future is based on how many closures they get, the obvious result is that the most needy client is almost inevitably going to be rejected or neglected. By contrast, the least or even the non-needy client is likely to get the best service.

The solution to this problem is a weighted closure system in which key client variables such as the nature of disability, work history, educational level, ethnicity, socio-economic status, etc., are weighted. When a client is successfully placed in a job the counselor is then rewarded, not just with a "26" (i.e., a closure), but with a weighted score or closure. In other words, the counselor is rewarded much more for the difficult case than for the easy one. This will make the counselor's work meaningful, not just a "numbers game" as is often the case now.

One word of caution. The weighted closure systems proposed thus far reward the counselor in terms of services the counselor provides (Sather, 1985). To implement these systems would be an absolute disaster. It would result in endless, unnecessary services, prolonged dependence on the counselor and delayed employment.

What is needed is a system that objectively weighs how difficult the client is to return to employment or otherwise close, then rewards the counselor accordingly when the client is placed (closed).

A second recommendation in the area of vocational rehabilitation regards paper work. Every field counselor you meet moans about the inordinate amount of paper work with which they are burdened. Much of this is busy work designed to give a top-heavy bureaucracy something to do. It increases cost astronomically and reduces services equally drastically. Even more importantly, it drives good field counselors into other occupations and retains paper-pushers.

There should be a complete re-evaluation of "record keeping" or paper work demands on field counselors. This should be done by having a nationally selected group of 10 or 12 field counselors along with three or four administrators in the agency meet and revamp present record-keeping demands.

Finally, there should be a meaningful accountability instituted which determines how much is spent per client and what the dividend is to the taxpayer (Bowe, 1980). The current system of counting total closures is a deceptive dishonest practice that presents itself as accountability, but is nothing more than a way to "con" state legislatures and Congress.

III. Parent and Student Options and the Education of Deaf Children

As you know, public education is essentially a monopoly. For this reason schools get children and money regardless of whether or not children get an education. Anytime you have

Dr. Vernon made this presentation at one of the open hearings of the Commission on the Education of the Deaf.

a monopoly the consumer suffers (i.e., deaf students get inferior educations).

In the education of deaf children, administrators are desperately fighting to establish monopolies. This is most apparent in the struggle between mainstream and residential programs. Both groups want to have control of where the deaf child goes to school (i.e., they want a monopoly). For example, in some states the deaf child must go to the local program unless the local program recommends the residential school. This is a monopoly. As is totally predictable, in such a monopoly the deaf child tends to get a poor education. In one or two states there are diagnostic centers controlled by the residential school. These centers determine where the deaf child will be educated. This is just as bad a monopoly. Once again, the deaf child pays the price.

The solution to the problem is to make the Federal money that the states get dependant upon the parent having the right to choose within a state the program they want their deaf child to attend.

IV. Standards for Programs for Deaf Children

We have standards for the accreditation of colleges, medical schools, trade schools, public high schools, private schools and almost every kind of instructional program. For example, the Federal government will not let a veteran use his G.I. bill to go to barber college unless that college is accredited (i.e., unless it meets certain standards).

By contrast, there are absolutely no standards that must be met before the government will pay a program educating a deaf child. For example, there are schools that dump a profoundly deaf student in a class with 30 hearing children. They may have him sit in the front row. They get extra Federal and state reimbursement for doing the deaf child this injustice.

Standards for programs for deaf children are obviously needed and receipt of Federal funds must be contingent on meeting these standards. The development of comprehen-

sive standards is far beyond the scope of this paper. However, this would guarantee a better dividend on dollars spent in educating deaf children than is now being declared. One example of a problem such standards would solve is the present situation in which an elementary school principal frequently has control over and responsibility for two or three classes and teachers of deaf children despite the principal's total lack of knowledge, experience or competence with regard to deaf children's needs. Appropriate standards would require control of a deaf child's education to be in the hands of qualified administrations, not consultants. Otherwise, there would be no Federal funding.

V. Research

Knowledge about deafness and how to help deaf people has grown infinitesimally over the last decade. Part of the reason for this is that the existing research money has been spent unwisely as a result of two major policies.

Request for Proposal (RFP): One reason research money in deafness has been wasted is the RFP policy. Instead of making money available for research and setting priorities which is a sensible approach, most of the government research money in deafness is awarded through the RFP system.

This means that instead of having bright creative researchers selecting meaningful kinds of problems to attach through research, you have government bureaucrats spelling out what kinds of research will be done. This is a disaster. Creative researchers will not do this kind of work. Less imaginative plodding types tend to respond to the RFP approach. An additional disadvantage of RFPs is that many are "wired" (i.e., they are deliberately written such that only a specific person or institution can qualify for the RFP).

Improper Communication about Grants and RFPs: A second reason research money spent in deafness fails to declare an adequate dividend is that 95 percent of the professionals in the field never know about the available money or



the RFPs. All of this information is published in the *Federal Register* and nowhere else. The *Federal Register* is an expensive publication only a minuscule of people in deafness ever see, especially the people out in the field who have first-hand contact with deaf people. These are the very people who should be doing the research. While most professionals in deafness never see the *Federal Register*, the "Beltway Bandits" (so called consulting firms in the District of Columbia area who depend upon RFPs and government grants for their money) read it like Tammy Bakkher reads the Bible, with somewhat analogous results in terms of fiscal responsibility. Many of these "Beltway Bandits" do not know deafness from AIDS, but because information about the RFPs and grants are so poorly circulated they get the grants. There is no competition except from other "Beltway Bandits." Often the only other people who even know about the grants or see the RFPs are a few "Ivory Tower" types dependent on "soft money" (i.e., government grants for a living).

The solution to this unfortunate state of affairs is two-fold. First, have the government announce its grants and RFPs in deafness in the major professional journals in deafness, not just in the expensive, esoteric *Federal Register*.

Second, put about 90 percent of the research money in deafness into general research grants with priorities, not into RFPs which stifle creativity and drive good researchers into other fields.

One additional comment relative to government research. By the time you fill out a grant proposal for the government you have gone through hours and hours of ridiculous unnecessary red tape often resulting in a tome weighing three to

five pounds and encompassing over a hundred pages. The same grant for a private foundation may require five pages.

The point is that the government should make its grant application form reasonable. Vice President Bush has been asked to reduce Federal red tape. Perhaps his staff could address this issue relative to grant application forms.

VI. Certification of Teachers

Currently the national certification of teachers does not require enough competence in speech teaching and requires no competence at all in sign language. This is wrong and deaf children pay the price. The solution is for the Federal government to set standards for teachers which require competence in both sign language and speech instruction. Programs not having such teachers should not be eligible for government funding.

VII. Census of Deaf People

It is impossible to plan meaningful programs for deaf people if we do not know how many there are and something about them. Other progressive countries such as Sweden have these data for their deaf populations. The last census of deaf people the United States has is based on 1972 data and therefore useless, other than historically.

It is proposed that by careful random sampling procedures, the regular U.S. Census replicate Schein's (Schein & Delk, 1974) data collection on a small part of their total population. This is a feasible cost effective approach which would provide the data needed for appropriate planning for deaf people. Otherwise, planning is wasteful, irrelevant to

The U.S. Constitution and Its Impact . . .

(Continued from page 14)

Many courts have interpreted the 14th Amendment's rights to due process and equal protection of law to require a right to treatment and a right to safe conditions for mentally retarded and mentally ill patients in this nation's mental institutions.

Disabled people turned to the 14th Amendment of the Constitution for help when they had no state or federal laws to secure their rights to life, liberty and the pursuit of happiness. Sometimes courts have found no constitutional violations, as in early cases on accessible public transportation. But as in the examples I gave, courts have relied on the Constitution to require equal access for disabled people. Some of these cases that relied on the 14th Amendment in the 1970's identified major problems in our society and resulted in state legislatures and the U.S. Congress passing laws to help disabled people gain equal access to education, employment, buildings and transportation, and mental health care. For example, the Congress passed the Rehabilitation Act, the Education for All Handicapped Children Act, the Developmental Disabilities Act and the Architectural Barriers Act. These laws, based on the principles of the 1970's 14th Amendment cases, recognize that looking at an individual and his or her ability is the best

way to overcome discrimination and enhance the opportunities for disabled people to lead productive lives.

Now disabled people mainly look to these laws and not the Constitution to challenge what they feel is unfair. The Constitution is no longer the sole or main basis to challenge discrimination against disabled people. But the Constitution played a vital role when disabled people had no statutory protections. The 14th Amendment to the Constitution also served as the catalyst to prod legislatures to act and pass specific comprehensive laws for disabled people. We should remember these lessons as we celebrate the 200th anniversary of the U.S. Constitution.

The U.S. Constitution, as Chief Justice John Marshall wrote, is designed "to endure for ages to come, and, consequently, to be adapted to the various crises of human affairs." The Constitution has endured and adapted well during our Nation's 200 years. But we should never forget that the struggle for disabled people to enjoy the "blessings of liberty" has been long and continues. Benjamin Franklin, one of the authors of the Constitution, had it right when he said: "Eternal vigilance is the price of liberty."

needs and unscientific. It is imperative that the Census also include demographic data on deaf-blind people.

VIII. Deaf-Blind People

This Commission, whether you like it or not, is charged with the same responsibilities for deaf-blind people as you are for deaf people, because if you are deaf-blind you are deaf. Any criticism I would find with the Commission would be in its relative neglect of the deaf-blind who so desperately need help.

The Deaf-Blind Population: Reliable demographic data in the area of deaf-blindness does not exist. One reason: lack of a generally accepted, workable definition of deaf-blindness. Any definition adopted should a) include in the definition individuals with diagnosed degenerative disorders known to lead to deaf-blindness, such as Usher Syndrome and b) focus on the duality of the disability. Deaf-blindness is not deafness plus blindness or blindness plus deafness, because the skills and techniques developed to adjust to the loss of one sense generally require the increased use of the other.

Best current estimate: 20,000-45,000 Americans are deaf-blind. An estimated 50 percent of this total have Usher Syndrome. At least 6,000 others are deaf-blind as a result of the Rubella epidemic of 1963-65.

The future will bring increased numbers due to:

- a. aging of the existing population;
- b. increase through genetically-transmitted disorders, such as Usher Syndrome;
- c. increase in cases through sexually-transmitted diseases (herpes, CMV, chlamydia, syphilis, gonorrhea, Group B streptococci);
- d. scientific and medical advances that will keep alive individuals with serious diseases, defects and injuries who would otherwise die.

There are two distinct populations:

- a. Deaf-blind individuals with IQ of 70 and above. Most have potential for academic learning, employment, and independent or near-independent living in a community placement.

b. Deaf-blind individuals with IQ of 70 and below. Most will need a supervised environment, many with around-the-clock supervision.

c. Specific needs of these two groups are very different and should be considered separately.

There is a critical need for a comprehensive national census of the deaf-blind population. Meaningful policies cannot be formulated without reliable data on the population to be served.

Service Coordination:

1. Service coordination and primary funding in the area of deaf-blindness must come from the Federal government. Few states have the resources, funds, personnel or inclination to provide comprehensive services to meet the complex needs of this small, yet diverse, population. Yet these services should, as much as possible, meet the needs of the deaf-blind individual in his or her own community setting.

2. While strong central coordination and monitoring is vital, it is equally imperative that a monopolistic approach be avoided. Deaf-blind Americans need, and should have, alternatives available to them. This can be done by fostering a regional approach for specialized services, with Federal coordination and monitoring.

3. Each Federal agency providing services in the area of deaf-blindness, especially the Rehabilitation Services Administration, should have a specific position established for service coordination and monitoring in the area of deaf-blindness. It is highly desirable that such position(s) be filled by qualified deaf-blind individuals.

4. Funding in the area of deaf-blindness should be specifically earmarked for that purpose, and not set up as discretionary funding in a generic service environment.

5. Deaf-blindness should be an ongoing, rather than a periodic, priority within appropriate funding agencies (i.e., RSA, SEP, NIHR, HUD, etc.).

Specific Areas of Need:

1. Deaf-blind individuals with IQ of 70 and above:
 - a. Person and staff at the Federal level to coordi-



1988 National Association of the Deaf Convention
July 5-9, 1988

nate and monitor services in the area of deaf-blindness. Filling such a position with a qualified deaf-blind individual should be a high priority.

b. Housing:

(1) Provide Federal assistance to local community groups in the establishment of group homes in urban areas.

(2) Provide Federal coordination and funding through appropriate agencies (HUD, RSA, NIHR, etc.) for the establishment of four regional residential facilities housing 50 deaf-blind individuals each, with supported competitive employment in urban areas.

c. Mobility needs: There is a critical need to train more orientation mobility specialists to work with and train deaf-blind individuals in their home community setting.

d. Interpreting needs: Almost no attention has been given to the need of deaf-blind individuals for qualified interpreting support. Research and training in this area is a high priority.

e. Research needs: Research is needed to develop aids and devices of benefit to deaf-blind individuals, with particular attention given to making these aids and devices economically available to deaf-blind individuals. Many other research areas need to be addressed, and deaf-blindness should be a high priority area for funding agencies, such as NIHR.

f. Training needs: Many deaf-blind adults have the

potential for competitive or supported employment and need the specialized training to make this employment possible.

g. There is a need to establish a separate rehabilitation classification for deaf-blindness, given the unique nature of the dual disability. Each state, with Federal assistance, should have a statewide deaf-blind specialist position established and should establish a model state plan for the provision of services.

h. A critical area of need for many deaf-blind individuals is the inadequate monthly income provided by SSI and SSDI. Because of the need to pay interpreters, drivers and others providing necessary assistance, deaf-blind individuals are often financially unable to take advantage of existing services. The Social Security program should recognize the severely limiting nature of the double disability and provide accordingly. In particular, the Medicare program should allow deaf-blind individuals to purchase assistive devices through their medical coverage.

i. Federal intervention is required to prevent discrimination against deaf-blind individuals. In particular, airlines should be prohibited from refusing service to deaf-blind travelers who are not accompanied by sighted companions.

j. There is a critical need to provide public information on deaf-blindness and the capabilities of deaf-blind individuals. This can best be done by establishing a "National Deaf-Blind Awareness Week," similar to those established for June 24-30, 1984, and June 23-29, 1985.

k. The Federal government should provide leader-

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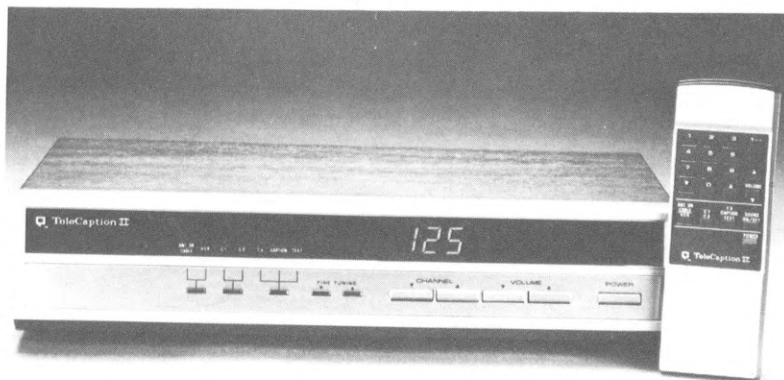
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ship in requiring all agencies, funded by the Federal government to serve deaf-blind individuals, to be responsive to the needs and desires of deaf-blind consumers. Where legislation might impact upon the lives of deaf-blind people, the Congress should invite deaf-blind consumers to give testimony during hearings on such legislation.

2. Deaf-blind individuals with IQ of 70 and below:

a. There is a critical need to provide subsistence support to enable deaf-blind individuals to remain at home with their families. This would include an allowance for child care, structured learning vacations, etc.

b. Provide Federal supplement (3-to-1 ratio) to any state hospital that provides a specific unit for deaf-blind individuals meeting Federal guidelines.

c. Supervised group home facilities are urgently needed to meet the needs of the Rubella population now reaching adulthood. These facilities should be equipped to provide life-skills training, medical care and recreational opportunities for deaf-blind individuals who cannot live independently but for whom a state hospital placement is unnecessary.

IX. Model Secondary School for the Deaf (MSSD) and the Kendall School for the Deaf

If we are to expect worthwhile projects in deafness to be funded, then those that are wasteful and useless must be cut out or drastically curtailed. Example one is MSSD. It was created, financed and sustained for many years by the misguided intentions of one politically powerful person. It lacked support from the deaf community and from professionals in deafness.

Despite its exorbitant costs, MSSD has produced nothing of significance for deaf youth. Its focus has been on recruiting bright athletic deaf youth from adjacent states while not serving adequately the District youth to whom it has a primary responsibility. Kendall School has done somewhat better, but its per capita costs are still outrageous in terms of its program and its contribution to the field.

It is recommended that these two schools, if kept open at all, be limited to serving District students and out-of-state students who pay a tuition consistent with per capita costs of the respective schools. Their faculty and staff should not have tenure or faculty status at Gallaudet.

Consideration should be given to closing the two schools. Gallaudet and the District could then work out an arrangement for practice teachers in Gallaudet's Education Program to have practicum experience. Huge amounts of Federal money would be saved which could be applied more effectively to other efforts on behalf of deaf people.

X. The Lower Forty Percent of Deaf Youth

About 40 percent of deaf youth leave school functionally illiterate and/or reading below fourth-grade level (Mindel & Vernon, 1987). We have private schools, colleges, universities, technical-vocational institutes, *et al.*, to serve the upper 60 percent of the deaf population. There is next to nothing for this lower 40 to 50 percent.

For these deaf youth we need an increased use of job support services (i.e., paraprofessionals who go out with the

deaf client on job interviews and who work with them on the job until they master job skills). We need sheltered workshops, work adjustment training and more meaningful inner-city "high school" programs.

XI. Legal Issues

The major gains made by deaf youth (and adults) have come through the courts (Vernon, 1981). It is essential that court funding be provided to assure that the rights of deaf people will be represented by public service lawyers.

Summary

In sum, 11 suggestions have been made with specific recommendations for implementation. If implemented, the overall Federal funding required would be less than currently expended. The dividends for deaf people would be greater.

The intent here has been to provide suggestions totally independent of my own special interests. You have had enough of these special interest presentations made to you already. It is my hope that when you make your final recommendations to Congress you do so indicating clearly that money spent on deaf people's education is an investment, not an expense. Corollary to this, it is imperative that specific measurable accountability be built into every major educational and vocational expenditure in deafness.

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MANUSCRIPTS SOUGHT

The editor of THE DEAF AMERICAN solicits manuscripts in order to build up a backlog of material. Articles (and pictures) should pertain to deafness and the deaf. Poetry will also be considered.

In the near future, columns may be added to the contents. Suggestions are welcome.

Editorial matter/manuscripts should be addressed to: Jess M. Smith, Editor, THE DEAF AMERICAN, 6374 Kingswood Drive, Indianapolis, IN 46256.

A Part? . . . Or Apart?

By CHRISTINE WIXTROM

Only through **involvement** can a person learn how to live successfully as an individual in society. The true handicap of deafness is that it impairs common channels of communication, interfering with normal involvement. In a world of sound, a deaf person is separated from the realm of relationships. He is in the world, but not fully a part of it. The challenge of educating deaf students is in the search for avenues to involvement.

Normally, a child's education begins long before he enters school. He learns naturally by interacting with people in everyday situations. Books, methods and materials play only a limited role in preparing him for a satisfying adult life. Even within structured classroom settings, the learning process is developed and enhanced largely through the student's **interaction** with his teachers and classmates. Outside the classroom, the child has countless informal learning opportunities as he interacts with others in the cafeteria, on the playground, in the halls, after school, in sports, in clubs and at home. Through involvement, he gains a sense of belonging and learns what individual contribution he can make. Life offers the normally hearing child an unwritten curriculum as he learns from incidental experiences, listening to the world around him and taking an active part in everyday happenings.

But it isn't so easy for the hearing impaired child. This wonderful, free, comprehensive education of life is not available to him. Because he does not hear, the unwritten curriculum is closed to him. Deafness blocks access to the ease of learning through listening. In a world of spoken language and sound-based information, communication between hearing and hearing impaired people is difficult and often unsuccessful. This lack of communication causes impoverished relationships. While everyone else is involved and "in the know," the deaf person is locked out, set apart, "in the dark." Deafness puts up a wall of silence that separates the deaf child even from his own family.

By blocking communication within the family, deafness interrupts the natural processes of education. Education begins at birth, with mothers (or caretakers) as the first "teachers." No matter how limited her resources, a mother is normally able to provide her child with the precious gift of **language**. As his mother speaks to him of the world they share, his developing awareness of language gives meaning to the people, things and events he experiences. This linguistic, interactive understanding serves as a basic foundation for learning, an important communication tool which better equips the children for learning on his own. However, a baby that is born deaf does not hear his mother's voice. Her loving words do not reach him. The deaf child cannot receive language simply by listening, as other children do. Knowledge of a spoken language comes only through painstaking effort, gathered bit by bit through visual means such as lip-

reading and print. Such methods are slow and awkward, and not at all natural to normal mother-child communication. By interfering with the primary relationship between mother and child, deafness presents a formidable barrier to education.

When families use visual communication, they eliminate this barrier. The deaf child can learn a visual language through his eyes, just as a hearing child learns naturally through his ears. However, not many parents know how to use visual communication. Only 10% of deaf children are born to deaf parents; the majority of deaf children are born into hearing families that communicate through voice, not sign. If hearing parents become committed to greater family involvement and clear communication methods, they face the difficult task of learning a sign language or alternate visual system. And even when parents and other family members **do** have visual communication skills, interaction with people outside the family, who do not have these skills, brings frustration and a sense of isolation.

Whenever deafness strikes, incidental learning experiences are shut off. Because deaf people do not hear how people talk to one another in daily life, they receive little benefit from the rich learning opportunities of everyday experience. Life goes on around them like a silent drama. They can only watch as each scene is played out soundlessly, without dialogue, without explanation. Events occur without warning or apparent connection. Characters appear and disappear. Emotions are evident through expressions and gestures, but the reasons behind these emotions are a mystery. Working only with visual clues, the deaf person can merely guess at the meaning of the actions and events he sees going on around him.

Most tragically, a loss of hearing robs an individual of a tool fundamental to relationships: simple, comfortable, everyday conversation. Without easy communication, establishing and building relationships become a monumentally difficult task. Handicapped relationships **limit involvement**. In turn, limited involvement limits learning. The resulting educational deficiencies interfere with communication, impede the development of relationships and further restrict learning. Deafness creates a vicious cycle of limitations.

Fortunately, the restrictive cycle can be broken—there are some "answers." However, with the solutions come new problems. **Clear visual communication** is one solution to the isolation of deafness. The eye will easily receive what the ear cannot. Visual communication can open the door to involvement and the world of learning. But there is a catch: translating auditory-based communication into a visual form is extremely difficult and costly. Thus, the "solution" becomes another source of profound frustration, conflict and controversy.

Many forms of visual communication are used successfully by deaf people interacting with hearing people. However, each mode has drawbacks. Consider these dilemmas. The good news: Deaf people can gain access to everyday conversation if the people around them use sign language. The bad news: There are several completely distinct, and controversial, methods of manual communication; and learning any new mode of communication consumes an incredible amount of time and energy. The good news: Sign language interpreters can provide communication links between deaf and hearing people. The bad news: Quality interpreting services are expensive and not always available. The good news: There are many devices which can translate auditory information into a visual form. (These include caption, alarm/signal and telecommunication devices.) The bad news: Most of these devices are very expensive. The good news: Communication barriers presented by deafness can be broken. The bad news: The process will never be easy.

All of this is rather disheartening. If only there were a way to give deaf children the kind of comprehensive learning opportunities that are open to the hearing. Then deaf children could grow and become educated just as hearing children do, through communication, relationships and incidental learning. If there were an environment which could give deaf students broad access to visual communication, deaf children could learn naturally, through involvement. Well, there is a bright spot on the horizon, because such an environment does exist: the school for the deaf.

In a school for the deaf, a hearing impaired student has complete access to the regular education program. Since communication includes both auditory and **visual** modes, the deaf student can understand his teachers directly, receiving instruction without an intermediary, such as an interpreter or notetaker. Educational and recreational films and television programs are captioned. Telecommunication devices, signal devices and other useful technological advancements are available.

But more importantly, the school for the deaf offers the deaf student **free access to the unwritten curriculum**. He can clearly understand and speak with everyone in his environment, including teachers, other school staff and peers. Because they are all using visual language, he can "overhear" conversations and gain information and social skills through incidental learning. During breaks, free time and in the cafeteria, he can talk comfortably with his peers, giving him opportunity to build friendships and learn social skills naturally. He can choose to participate in clubs, school projects, sports and after school activities, confident that he will be fully INVOLVED, not sitting on the outside, looking in. Through interaction with others, he can learn about himself and about people. He can enjoy the security of belonging, a psychological need basic to all humanity. Within the context of this social network, he can explore freely and discover his own uniqueness. He can receive a complete education. In the school for the deaf, the world of learning, loving and living is opened up to a deaf person through INVOLVEMENT.

Sending a deaf child to a school for the deaf provides an effective answer to his educational needs, but it is not an easy answer. If the deaf child's family does not live near the school, he must be a residential student. And what could be more difficult for a child than leaving his family? Or more difficult for a family than allowing their child to live far away? Worse yet, the child goes to live in a "foreign world" where he learns to communicate in a "foreign" language.

The school for the deaf presents a paradox, juxtaposing positive benefits with negative considerations. The school provides an opportunity for the deaf child to live in an environment which is psychologically and socially **normal**, an environment which allows full communication and comprehensive education. However, unless the student's home is in proximity to the school, the benefits of this environment come at the expense of some family closeness. In the school for the deaf, the child is able, for the first time, to become truly a part of his society. Yet, five days a week, he is separated from those who love him most. Schools for the deaf bring deaf individuals into the fullness of society, while separating them from the foundation of the family. Are the benefits of full involvement outside the family worth the sacrifice of reduced time with the family? On the other hand, are the benefits of increased family time (where involvement may be difficult) worth the sacrifice of painful isolation in a public school? Such dilemmas agonize those who are concerned with the education of a deaf child. No matter what decisions are made, they will be accompanied by ambiguous emotions, doubts and concerns for the future.

It is tempting to hope for a single solution, to try to find the "one best answer" for the deaf child, to choose allies and enemies and fight educational wars in opposite camps. But there are no simple answers, no easy paths, and there is no one to blame for the emotional pain of dealing with the dilemmas of deaf education.

While there are no clearly "correct" choices, there is one choice that will surely fail to provide education for the deaf. That is to make the mistake of doing nothing, to ignore the problems of hearing impairment, to cling to false hopes that "things will work out" with no special effort. Pretending that hearing impairment doesn't exist will not make it go away. Instead, such an illusion imprisons the deaf person in a state of ignorance and isolation—a silent hell from which he is unable to escape on his own.

Controversies about methods for teaching the deaf have been raging for hundreds of years. There is no perfect educational environment for any deaf child, nor is there one that is "right" for all deaf children. However, for a healthy education, every recipe for success must include a large measure of INVOLVEMENT.

Reference: Garretson, Merv, "The Unwritten Curriculum," *The California News*, April-May 1977.

When the Mind Hears— A History of the Deaf

By Harlan Lane

"My Name is Laurent Clerc. I am eighty-three years old. My hair is white, my skin wrinkled and scarred, my posture crooked: I shuffled when I walk. Undoubtedly my life will soon end in this time and place: 1969, Hartford, Connecticut."

So begins Harlan Lane's book, which has been called a "powerful and compassionate study of the anatomy of prejudice and the motives and means of oppression... told largely from the vantage point of Laurent Clerc, the deaf Frenchman who was an intellectual leader of the deaf community in France and then in America."

When the Mind Hears will appear in French and German editions next year. The BBC (British Broadcasting Corporation) is negotiating with Random House, publisher of this book, to purchase the rights for a TV special based on this book.

The author, Harlan Lane, is a specialist in the psychology of language and linguistics. He is chairman of the psychology department at Northeastern University where he established a program of teaching and research in American Sign Language. Harlan has edited and written other books on related subjects.

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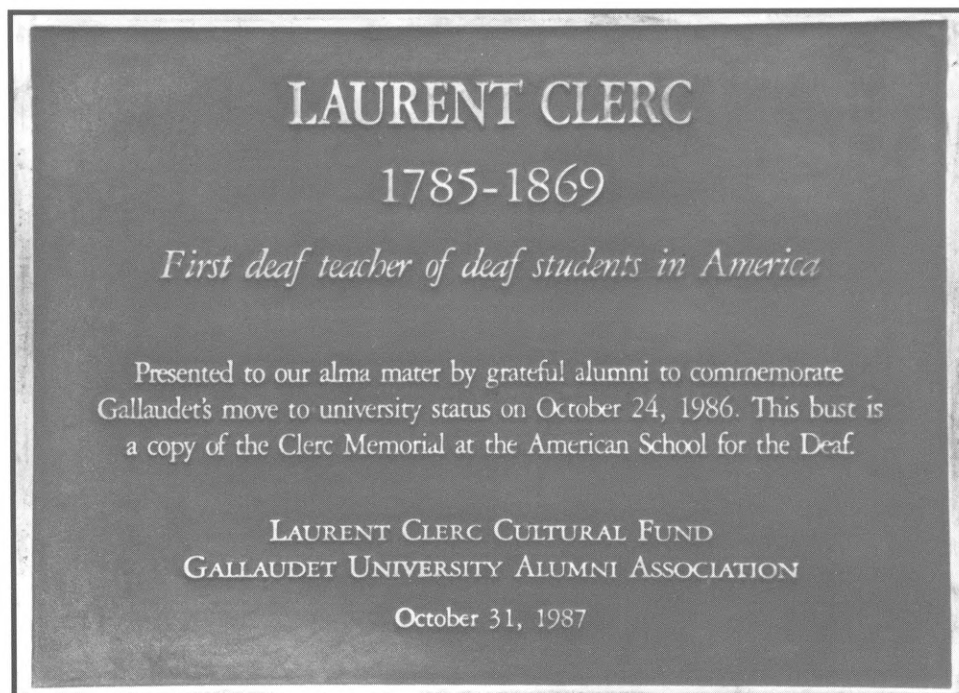
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BRONZE PLAQUE—This bronze plaque is on the front of the granite base of the Clerc memorial at Gallaudet University which was unveiled on October 31, 1987. Laurent Clerc was the first deaf teacher of deaf students in America, having come from France with Thomas Hopkins Gallaudet.